ALCOS of the Week: 1.) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2.) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3.) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4.) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5.) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6.) Distinguish their own point of view from that of the narrator or those of the characters. 10.) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 11.) Determine the main idea of a text; recount the key details and explain how they support the main idea.  
**Monday:**

**Objectives:** Build vocabulary by finding words related to the lesson concept. Listen for details about character and setting. Identify the characters and setting of a story. Determine story structure to learn about the characters and the setting.

**Method**: Question of the Week: How could working teach you about money? – Have students write complete sentences on sticky notes to answer the question. Turn and Talk to share thoughts. Sticky notes are posted on the board under the question.

Read Aloud: “Village Market” pg 116m – use higher order questioning to guide thinking. Model Appropriate Phrasing at this time.

Build Concepts, pg 116l, Comprehension Skill/ Strategy Lesson (116-117) Post on ActivBoard as students follow along in textbooks. Focus on Character & Setting, and Story Structure.

Introduce Lesson Vocabulary, 118b & PowerPoint from Waltke’s Web

Small Groups:

Leveled Readers – Grouping Options from 116f-116g

Green – Preteach Vowel Diphthongs, Read Decodable Reader 5, Read Level Reader E-Pals

Yellow- Develop Lesson Voc., Read Level Reader One Chili Pepper

Blue – Develop New Voc. for Leveled Reader. Read Pizza with a Twist

**Evaluation**: Teacher observation, WB 43-44

**Student Engagement:** WB 43-44, Centers (Voc., Journal, Word Work, Comprehension)

**Tuesday:**

**Objectives:** Use word structure and prefixes and suffixes to determine word meaning. Identify the literary elements of setting and character. Describe story structure.

**Method:** Question of the Day – What are some of the ways that writers help the reader learn about the character and the setting of their stories? – SW use sticky notes to write a complete sentence to respond to question, Turn and Talk with partner to share thoughts, and Post sticky under question.

Voc. Strategy Lesson, 118-119 (Post on ActivBoard while students use textbooks)- Focus on Word Structure.

Model Fluency through Echo Reading, 141a

Small Groups: Focusing on Character & Setting, Story Structure, Word Structure, Develop Voc., Review Realism & Fantasy (TE 116F-116G)

Green- Practice Lesson Vocabulary, Read Multisyllabic Words, Read My Rows & Piles of Coins

Yellow – Review lesson voc., Read My Rows and Piles of Coins

Blue – Extend Voc., Read My Rows and Piles of Coins

**Evaluation:** Teacher observation

**Student Engagement:** Centers (Voc., AR, Word Work, Journals)

**Wednesday**:

**Objectives:** Identify the literary elements of setting and character. Describe story structure.

**Method:** QUESTION OF THE DAY *How are Saruni and the other characters in My Rows and Piles of Coins similar to or different from people you know?*- SW use sticky notes to write a complete sentence to respond to question, Turn and Talk with partner to share thoughts, and Post sticky under question.

Small Groups:

Green- Practice Character and Setting and Story Structure, Read My Rows and Piles of Coins

Yellow- Read My Rows and Piles of Coins

Blue-Extend Character and Setting & Story Structure, Read My Rows and Piles of Coins

**Evaluation:** Teacher Observation

**Student Engagement:** Centers (Comprehension, AR, Word Work, Journals)

**Thursday:**

**Objectives:** Identify the literary elements of setting and character. Describe story structure. Use word structure and prefixes and suffixes to determine word meaning.

**Method:** QUESTION OF THE DAY What are some different ways you might save money? - SW use sticky notes to write a complete sentence to respond to question, Turn and Talk with partner to share thoughts, and Post sticky under question.

Review Voc. on Waltke’s Web via PowerPoint, Review Story Structure, Setting & Character.

Students will take My Rows and Piles of Coins Test.

Small Groups:

Green - Review Phonics Lesson for Long Vowel Digraphs, Read “Learning About Money” pgs 138-141 Examine the features of a Web site. Compare and contrast across texts

**Evaluation:** My Rows and Piles of Coins Test, Teacher Observation

**Student Engagement:** Test, Centers (Word Work, AR, Journals)

**Friday**:

**Objectives**:

**Method**: Review Question of the Week from Monday How could working teach you about money? – SW compare/contrast their answers from Monday to today’s answers. Turn and Talk & post stickys. Build Concept Voc. pg 141c

Small Groups:

Green – Reread Leveled Reader and complete comprehension / voc. work with book.

Yellow – Reread Leveled Reader and complete comprehension / voc. work with book.

Green - Reread Leveled Reader and complete comprehension / voc. work with book.

**Evaluation**: Fluency Check

**Student Engagement:** Leveled Reader reading and work, Fluency Check, Journals, AR